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ABSTRACT

The study described in this report was conducted at Flathead Valley Community College (FVCC) to assess the needs of area senior citizens and to develop programs in response to those needs. The report first summarizes the results of a series of interviews with representatives of area social agencies conducted to identify met and unmet needs of the elderly and to determine how FVCC and the agencies might cooperate to better serve older adults in the community. This section of the report presents selected comments concerning FVCC's potential role and discusses course topics deemed relevant in light of interview findings. The report then presents a review of the literature, describing programs for the elderly at community colleges across the country. Finally, the report suggests a model for program development at FVCC, which includes the following steps and considerations: (1) form an alliance with community elders through their participation on a program advisory board; (2) conduct a survey of the needs of area elders; (3) select program content on the basis of these needs; (4) remain cognizant of the special needs of the elderly; and (5) maximize personnel and financial resources. This discussion includes suggestions for curricula and methods for life enrichment, retirement planning, second career, and senior citizen advocacy programs. (JP)

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Considerations for Future Community Services

At

Flathead Valley Community College
Kalispell, Montana

Prepared By

Emma Becker
Graduate Student Intern
Montana State University
August, 1980

JC 810 335

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Introduction

The development of this paper has grown out of graduate student intern activities at FVCC during July and August, 1980. Some of the objectives which formed the basis for this activity are as follows:

(1) To facilitate relationship building and involvement with community members and agencies;

(2) To aid in determining the degree of support for FVCC;

(3) To obtain perceptions of needed programs;

(4) To increase awareness of FVCC's role as a community serving agency;

(5) To obtain data about potential cooperative efforts with agencies and FVCC.

This paper will specifically address the following topics:

(1) A report of information obtained through interviews with older American service providers in the Flathead valley.

(2) Consideration of data obtained through institutional research conducted by FVCC in 1977 via the Hardy Report.

(3) Suggestions for programs for older Americans which can be offered through FVCC.

(4) Annotations from publications which describe program development by other community colleges.

Older American Needs And Suggestions for Community Services Development

Interviews were conducted with representatives of agencies which provide services to older Americans in the Flathead valley. The stimulus for the information gathering was an aim to determine, (1) what needs of older Americans are currently being served, (2) what needs are not being served, and (3) perceptions of how FVCC and other agencies might cooperate and/or collaborate to better serve older adults in the Flathead valley.

Individuals interviewed represented the following agencies or institutions:

(1) State of Montana Social and Rehabilitative Services

(2) Senior Citizens Center

(3) State of Montana Job Service Training Center

(4) The Retired Senior Volunteer Program

(5) Northwest Montana Human Resource Council

(6) Flathead County Council on Aging

(7) Immanual Lutheran Home

(8) Montana Veterans Home

(9) Flathead County Nursing Home

(10) Christian Women's Service Center

During the interviews, information was solicited regarding the following topics:

(1) Function/purpose of the agency;

(2) Educational opportunities for the community which are provided by the agency;

(3) Number and type of population served by the agency;

(4) Future goals/objectives of the agency or representative of the agency;

(5) Major concerns/problems confronting the agency;

(6) How FVCC might better serve residents of the Valley;

(7) How FVCC and the agency might cooperate in some areas to better serve the residents of the Valley.

Some comments offered by the interviewees included:

". . . might train people, such as displaced homemakers to go to homes of the elderly who need live-in attendents."

"Many older people are reluctant to accept help. They are often uninformed and misinformed about what is available to them and the consequences of receiving help. Many believe they will lose their homes if they get financial aid. They seem to need education to prevent or relieve guilt associated with receiving aid. A door-to-door type education is needed, but it needs to be done through a trusting relationship."

"Employers need to be educated to change negative attitudes about older workers."

"1975 State of Montana plus Flathead County estimates show that 15% of the Flathead County population consists of people who are of the age of 60 years and over."

"In this community, there is nothing that helps people between the time they are no longer independent and the time they need to enter a nursing home."

"Transportation is inadequate for those who must rely on others for it."

"Many older people are afraid of the classroom."

"Programs which focus on adult development and associated difficulties could be offered. Participants could take a look along with their peers, at their place in the life continuum, difficulties experienced and coping with these difficulties."

"Adults need education to prepare for older age before they become old."

"A number of older people don't have adequate transportation to make visits to relatives and friends in nursing homes."

"At our facility, we lack activities in which residents can participate. We have a woodworking shop, a leatherworking room, and a ceramics kiln not being used. There is potential for some of our residents to teach other residents."

"Senior citizens are anti-mill levy and, therefore, anti-College."

"Displaced homemakers who may be younger than 60 years of age with no job training and no income and ineligible for social security, are in need of educational opportunities. It would be well if something were offered at FVCC so these women could learn about taking care of elderly persons. Many older people need live-in attendants. Displaced homemakers could be provided with some medical training, nutrition education, practical nursing, and physical therapy skills. They could also learn about depression, death, and dying. Such training would help them to become employed elsewhere as well."

"People between the ages of 55 and 62 have difficulty finding employment."

Most of the individuals interviewed are directly involved in ongoing relationships with the older Americans they serve. Therefore, their assessment appears to be credible. A possible gap may exist, however, between these reported perceptions of older Americans' needs and the motivation required for their participation in programs designed to respond to these needs. Some implications of this issue will be presented later.

With the assumption that older adults would participate in programs based on some of the above needs, some rather obvious implications have been expressed. For example, for those who need to know what assistance is available to them and how to obtain it, a course could be developed to include the following topics:

(1) The social security program;

(2) Supplemental security income;

(3) Pensions;

(4) Food stamp programs;

(5) Veterans benefits;

(6) Property tax relief;

(7) How to protect the home from forced sale by creditors;

(8) Rental assistance;

(9) Medicare and medicaid;

(10) Guardians and conservators;

(11) Powers of attorney;

(12) Wills and probate;

(13) Nursing homes;

(14) The Living Will;

(15) Funeral arrangements;

(16) Consumer problems;

(17) Finding legal assistance.

For older adults with developmental concerns associated with aging, a growth group could be formed and facilitated by a qualified group counselor. Some concerns which might be more or less common within the group are the concepts of facing death of self or significant others, aloneness, declining physical prowess, and dependence on others. The group could identify concerns upon which they would like to focus.

Because of the apparent reluctance of elders to come to a "classroom," educational experiences could be planned to take place in senior citizens centers or in a setting desired by the participants.

At the time older adults are participating in programs, opportunities could be built in to permit and facilitate these individuals toward becoming their own spokespersons, coplanners, and possibly "teachers" of their own future educational activities.

The College might become able to be instrumental in developing a program in crafts and other leisure and recreational activities at the nursing home level where this is lacking. A goal might be considered to facilitate the project as becoming a community project spawned by the College but carried on by interested citizens and/or service organizations. Actualizing such a program, though, would require commitment, adequate funding, energy, organizing, and persistence in working towards that goal.

There appears to be no clear empirical evidence that older adults prefer to interact primarily with other older adults. Studies clearly indicate, however, that the elderly assemble together because they are excluded from interaction with other age groups.[1] Whether or not older adults in the Flathead valley prefer to participate in educational activities in groups of elders rather than in age-heterogeneous groups could be explored with them.

The Hardy Report findings indicate that a high percentage of Flathead valley senior citizen respondents to a questionnaire expressed interest in taking courses at FVCC. Most of these were interested in creative and craft classes such as "ceramics, weaving, etc." The next greatest interest areas were reported as Montana Geology and Montana History. This data, if still valid, would provide support for continuing special interest courses and continue to determine what older Americans in the valley want to learn through participation in these courses.

Transportation problems cited may be beyond the scope of response by FVCC. Should the College become so community involved that it can play a role in

[1]Rose, et al., Older People and Their Social World

facilitating some community problem solving, the problem could be considered together with the interested individuals, service clubs, and/or students who may wish to volunteer. Problems such as this could be validated, publicized through the media as a community service, and concerned individuals could be invited to meet to work toward problem solutions.

Community College Responses To Older American Needs; A Literature Survey

Many actual and potential responses to older American needs are reported in the literature. Bernice Neuergarten[2] terms people from 55 to 75 as "young-old" and states that this group will likely come to want, ". . . a wide range of options and opportunities, both for self-enhancement and for community participation." Among the concepts which should influence development of older American programs are:

(1) Education, in general, and publicly supported education, in particular, have an opportunity and obligation to reach out to elders and along with them create new roles and options for the later years. Up to now, most education and service programs have focused on helping elders to adjust to what are seen as the limitations of age and to accept the expected patterns of living and behavior.

(2) Educational programs for elders should be a joint venture and an alliance of equals between elders and professionals, with elders involved as initiators, planners, organizers, and active agents.

(3) Elder involvement in the process of program development is crucial and as important to elders as the actual program content.

Glickman presents the challenge and opportunity for community colleges by stating:

"Elders are looking for meaningful use of their time, while community colleges with their motivation, initiative, and resources, are looking for both financial and philosophical reasons--to serve new groups. An alliance between the two seems natural and mutually advantageous."

A survey supported by the National Institute of Education yielded the following information:

(1) The most common provision which community colleges make for elders is free or reduced tuition.

(2) Special classes or programs for elders in community colleges are relatively rare. Where special programs exist, they are generally aimed at helping elders achieve self-enrichment through more satisfying use of leisure time.

(3) Few community colleges have ventured into the areas of advocacy and retraining elders for second careers.

[2]Glickman, et. al., 1975, P. 1

(4) Where special programs exist, they have most often resulted from the initiative and interest of a member of the College administration, generally either the Dean of Continuing Education or the Director of Community Services. One motivating factor for many colleges was the awareness of other college programs for elders and the increasing movement in this direction. In several instances, College personnel reported that learning about existing programs for elders at other colleges raised their consciousness of the need for such programs.

(5) Almost all of the programs for elders tried to develop a broad base of community involvement and coordination. Involvement of elders was largely through advisory boards or discussions with local elderly leaders and members of senior clubs and organizations. Common affiliations mentioned in the survey were with church groups, service clubs, housing authorities, local councils on aging, and State agencies on aging.

(6) The most common obstacle to program development was lack of funding. Many felt budgets and staff were already facing too many demands, and new programs could not be started unless they would either produce income or be supported by outside monies.

(7) Inadequacy of transportation for elders was a frequently mentioned roadblock.

(8) Another obstacle was the lack of knowledge of techniques of reaching out to and motivating elders as well as of planning and implementing programs.

An elderly program development model implemented at Emeritus College, Kentfield, California, consisted of the following steps:

(1) Employment of a director to develop the program. The person selected was a semiretired social worker familiar with providing services to communities with knowledge of and trained in community organization techniques, energetic, and committed to the idea that people know what they want and are capable of pursuing it when given both the opportunity and full knowledge of their options.

(2) The director formed an advisory committee (prior to developing any courses or programs) to work along with the administration of the college. The committee considered several issues that might normally be considered only by the administration, such as the courses to be offered, where they would meet, who would teach them, and whether there should be any cost for the elderly to participate.

(3) The director assisted the committee by providing available options and acting as a catalyst with the college administrators. The elders were encouraged to feel that the program was theirs. When they were convinced they had the opportunity to make choices, they made them. They also made their own mistakes and were permitted to correct them.

(4) During the first year, the committee observed and contemplated necessary changes, improved community relations and generally became thoroughly involved with the campus and its activities.

The Emeritus College's success was enhanced by extra resources (Higher Education Title I Grant) but attributed their success primarily to the "process of elderly involvement from the beginning" which was implemented by the administration. A drawback to the program was the lack of attention to involving some of the low-income elderly.

The committee, the organizer, and the administration were also faced with maintaining the process that had been successful. This was difficult, because leaders, particularly among elderly looking for a niche in the community, were relucant to allow new leadership to emerge.

The approach to program development for the elderly at North Hennepin Community College was based on the College's perceived community role and responsibility to deal mainly with nursing home development. The college scheduled a community planning seminar on "Housing and Care for the Elderly." Professionals and city officials were invited, but as the seminar was about to begin, a van from a local united elderly advocacy group drove up and out stepped fifteen older people who demanded to know why the planning of a program concerning older adult needs and services neither included them nor solicited their ideas. These people also voiced their overall interest in programs for elders at the college. The Director of Community Services replied by discussing the availability of general course offerings and college cultural events to elders. At North Hennepin, the administration utilized this encounter as a basis for examining its ability to respond to real needs of the area's elders. It then began to understand what elders wanted and what the college could best provide. The steps that ensued were:

(1) The Director of Community Services, in conjunction with several elderly groups, organized and sponsored a Senior Citizens Invasion Day at the college which drew four hundred elders.

(2) An advisory committee composed largely of elders was formed.

(3) The advisory committee made decisions on program content.

The Senior Citizens Campus Invasion Day was designated as an annual event to be held each Fall to open the campus to community elders and acquaint them with the kinds of programs and services offered and to explain how they could become involved in the college. The event has helped to create a supportive and non-threatening entree to the college for many elders.

Elders continued to help in planning programs, arranging and scheduling transportation for other elders in a senior van and car pools, recruiting other elders, calling to check on absent fellow students, and teaching courses themselves.

Two assets of the North Hennepin situation which were facilitative factors were the well-organized elderly constituency and a college president and a director of community services who were committed to the philosophy of an open college for everyone.

Jobs for Older Women at the College of the Emeriti, San Diego Community College District, assists women trying to enter the job market through a mentor network of business and professional women who volunteer their services from the college's counseling center and community agencies,[3] as well as an individual mentor for advisement and modeling.

Roane State Community College's Companion Health Aide Program trains individuals 55 years and older for employment as companions of elderly persons needing assistance to remain in their homes. The project is based on a needs assessment identifying homemaker-health aide services as among those needed by the age of 62 and over population.[4]

The Handicraft Cooperative Program at Central Florida Community College was initiated when a group of seniors approached the college for assistance in identifying income-producing activities for their low-income peers. The initial group of sixteen has grown to five groups with a membership of ninety-six or more groups forming.[5]

Catonsville Community College's Second Careers Institute offers short-term training for retired persons to fill already identified jobs.[6]

The Division of Continuing Education at New York Community College, ". . . recognized that greater and greater numbers of older adults, neither sufficiently ill nor incapacitated to require institutionalization, are becoming homebound."[7] In order to alter loneliness and isolation of these individuals, the college responded with a pilot project in cooperation with a coalition of settlement houses in New York City. The coalition's members were taught courses and made visits to homebound student-clients between each weekly class. Thus, a pattern of teaching and sharing was established. Back in the classroom, the home-visiting seniors talked with the teacher and each other about their visits and the problems and discussions with the homebound. Courses have been given in such areas as Psychology, Critical Analysis of Television, the Middle East, Drama, and Sociology. Television is used extensively as an educational tool. In nursing homes, the more mobile residents took courses that they shared with "room-bound" elders.

A Talent Bank at Edison Community College in Florida was created by a retired business executive who spent some of his free time with the local community college endowment program and sometimes lectured to business administration students. He found that student eagerness to learn from his experience supported his idea that the community college could be a vehicle for accumulating a bank of talent where experience could be shared with students of all ages.[8] With the Talent Bank, interested applicants provide background data that includes professional experience, education, hobbies, and community leadership activities. Applicants are then interviewed. A prospective member qualifies if he/she can contribute to talent bank activity. In the academic division, they may speak to classes, moderating and participating in seminars for seniors, and present workshops for older adults and for the women's center.

[3] Update/Interface, May/June, 1980, P. 3
[4] Ibid.
[5] Ibid.
[6] Ibid.
[7] Delaloye, 1980, Pgs. 1-4
[8] Jacoby, 1980, Pgs. 25-27

The Retired Volunteer Service Corps at the University of Maryland at College Park[9] draws from a pool of retired professionals for volunteer job counseling, adjunct student advisement, and tutoring, among other activities for which they qualify. Volunteers initially participate in a training program that includes listening and communication skills, college student development, decision making and advisement.

The Displaced Homemaker Program at Valencial Community College, Orlando, Florida,[10] provides interested, qualified older adults with training for and opportunities to serve as counselors, program statisticians, financial secretaries, librarians and assistants at workshops and seminars for the Displaced Homemaker Program at the college.

A Volunteer Peer Teaching Program at Los Angeles Valley College, Van Nuys, California,[11] capitalizes on the skills of retired persons. In a noncredit class, older persons are helped to develop four to eight session courses in fields that interest older students. At the end of the course, older students are prepared to be peer teachers in the Senior Adult Program noncredit classes. In the first semester of the peer teaching program, courses are presented in Selling Yourself, Senior Rap, This Was Your Life, Dramatic Speech in Everyday Life, and Self-Growth and Development.

A political advocacy approach to gain state financial support for elders programs has been suggested[12]. Negotiating endorsement from the State legislature for older adult programs as traditional enrollments decline is perceived as a way for community colleges to continue to provide viable education for community members.

Congressman William Ratchford of Connecticut, speaking through his legislative assistant, Clifford, Johnson, cited, ". . . the intent under the reauthorization of the Higher Education Act to address a broad range of needs in order to decrease barriers to adult participation in higher education, including planning, information and counseling, curriculum revision, and sensitive program administration."[13] Such reauthorization, if actualized, promises to provide some needed funding to aid higher education institutions in responding to educational needs for older citizens.

[9]Lewis, 1980, Pgs. 14-17
[10]Ettinger and Elliott, 1980, Pgs. 19-21
[11]Hamer, 1980, Pgs. 53-56
[12]Update/Interface, 1980, P. 3
[13]Ibid.

Program Development Model
An Inclusive Model of Educational Program Development for Elders

Glickman[14] consists of steps and considerations which include:

(1) Taking the Initiative;

(2) Forming an Alliance;

(3) Assessing Needs;

(4) Selecting Program Content;

(5) Insuring Program Effectiveness;

(6) Maximizing Manpower, Finances and Other Resources.

Requirements for initiating the process are:

(1) The view that elders want and need educational programs and should be included in the community college's service population.

(2) Commitment of the college administration before beginning to apply the program methodology is essential.

Areas to investiage in enlisting support of key forces in the college's leadership include:

(1) Other college programming for elderly;

(2) Facts and figures about elders and education;

(3) Potential loss of younger students due to aging of general population;

(4) Humanitarian commitment;

(5) Professionals serving elders in the community; and

(6) Elders themselves.

It is suggested that the alliance with elders be developed through the formation of a representative coalition of older adults, such as an elderly "consumer planning board." The purpose of this board would be to insure constant input of the community's elders in program planning. Two basic concerns in establishing and making appointments to this board are selecting an adequately representative board and achieving the proper balance between the role of the consumer board and the role of the college administrator. The temptation should be resisted to call on a very few active older people who may already by connected with the college or to use an existing organized club to serve as the planning group. This can be detrimental to ultimate program success.

[14]Glickman, et. al., 1975, Pgs. 15-34

Some initial research on the general characteristics of the elders in the community should be done before the board is named and put to work. Basic factual information needed to achieve an overview of the community's elderly population includes number of elders, percentage of population, areas of high density of elders, income levels, age and sex breakdowns, residential arrangements, i.e., living alone, living with families, living in nursing homes, etc.

The next step is to identify the clubs and organizations for elders in the community and to determine the section of the elderly each represents. With this information, a board can be selected which is representative. Some criteria to consider in choosing members are representation of different income levels, equitable distribution of men and women, representation of different age levels from 55 years or, representation of retired and working elders, representation of different types of living arrangements, representation of institutionalized elders, and representation of different educational backgrounds.

In attaining the proper balance between the consumer board and the college administration, neither should dictate to the other. The administrator is expected to carry out the program research and to present a variety of program options and methods of teaching which could be available for elders.

To develop effective programs, elder needs assessments should be based on the elder's own perceptions of what he/she needs, together with other supportive data. One method of needs assessment is to talk with small groups of elders or individuals, pointing out options and finding out about habits and interests. Another method is to develop an instrument which will provide information on an elder's major problems as well as on his/her choice of educational programs to solve these problems. An example of such a needs assessment instrument is on the following pages.

Since the purpose of the instrument is to assess the needs of a representative sample of elders and the consumer planning board is chosen on the basis of its representativeness, the instrument should first be given to the planning board members. Then other elders should be involved, through the help of the consumer planning board, senior clubs, nursing homes, senior residences, or general mailing lists. A representative sample of about five percent of the elders in the service area is usually sufficient. A benefit to taking a larger sample, however, is that more people are reached and it is more likely that greater local interest and enthusiasm will be generated.

Data obtained through indepth interviews with individuals and talks with large groups of elders can be used to supplement the instrument results. Professionals working with elders can also provide broader perspectives of needs.

Many of the concerns and activities linkages on the instrument will be self-explanatory for needs determination. For general guidance, however, the activities can be grouped into five program categories as follows:

(1) Enrichment: Numbers: 1, 5, 8, 9

(2) Retirement Planning: Numbers: n_1, n_2, n_3, n_4

(3) Second Careers: Numbers: n_1, ...

(4) Advocacy: Numbers: n_1, ...

(5) Services: Numbers: n_1, ...

Determining program content, needs, and program desires based on the assessment requires a workable framework. Community college programs for elders can be grouped into five general categories. Flow charts to illustrate the categories and sample curricula are included on the following pages.

Feelings

20. I am worried about eventually having to go into a nursing home.

Activities

16. Taking courses in literature or world events, etc.

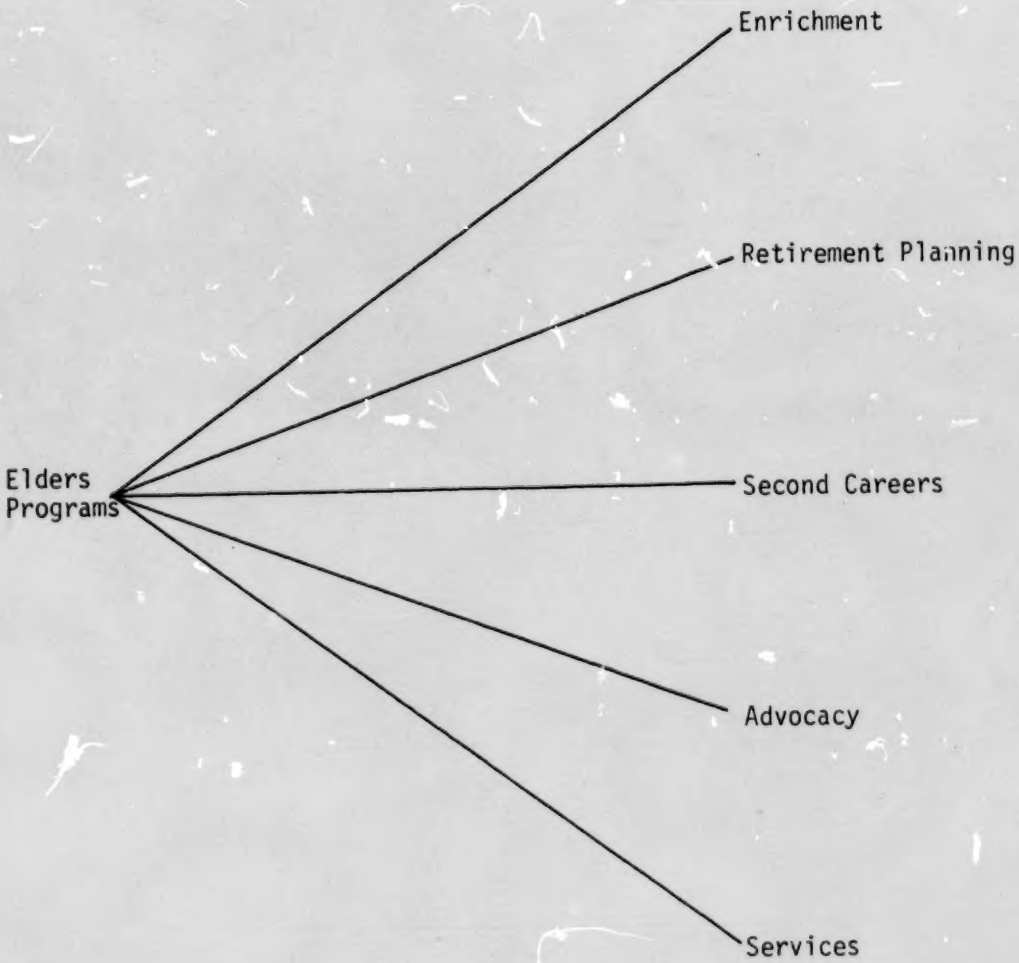
17. Learning what local programs exist that are especially for elders.

18. Having a home care service to provide help for ill or homebound persons.

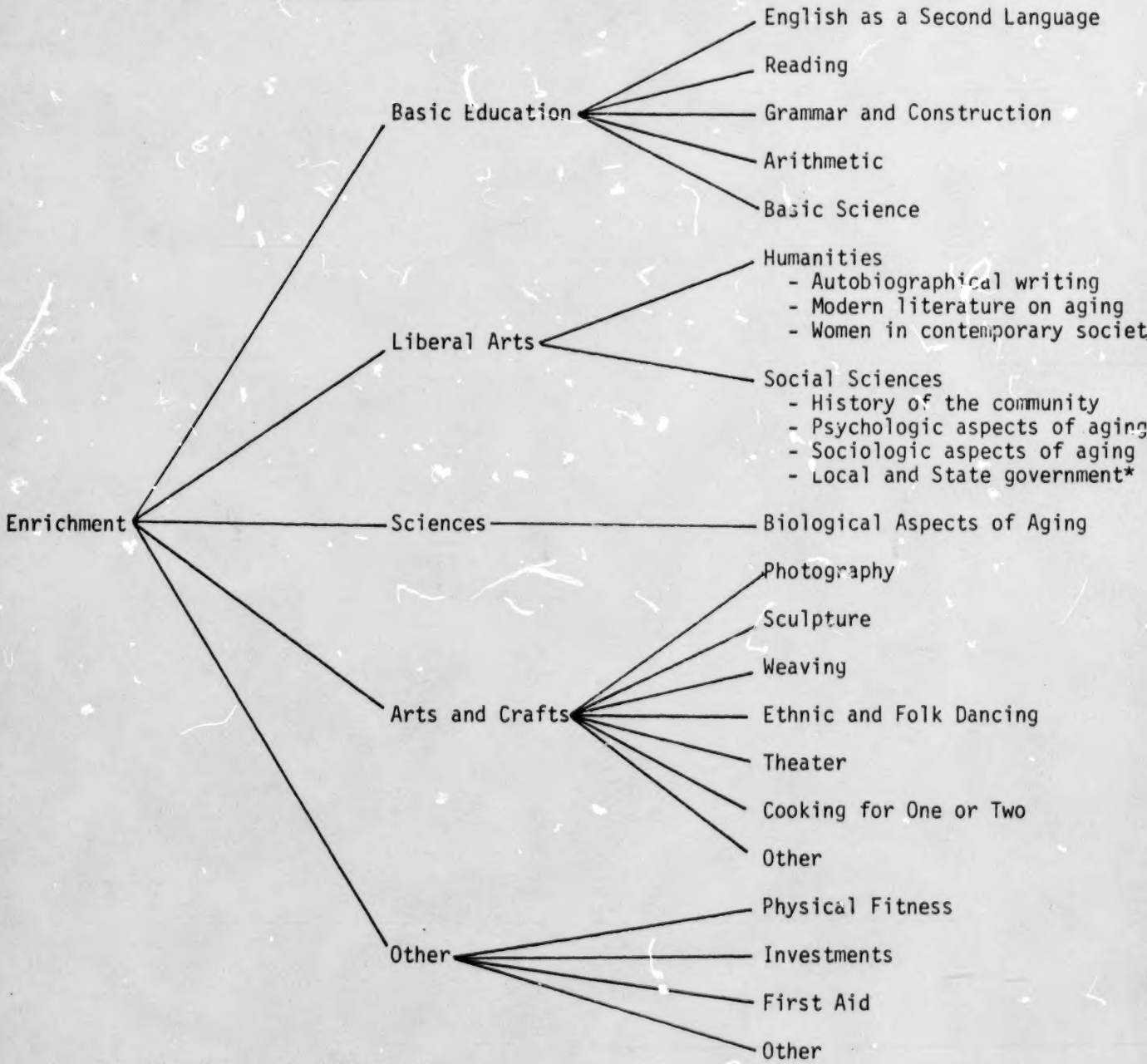
19. Learning how to organize with other adults to help each other.

20. Being trained to work several hours a week at a part-time job.

Please use the space on the back of this sheet to make any additional comments you wish with regard to your own concerns and feelings and educational programs that might be of assistance to you.

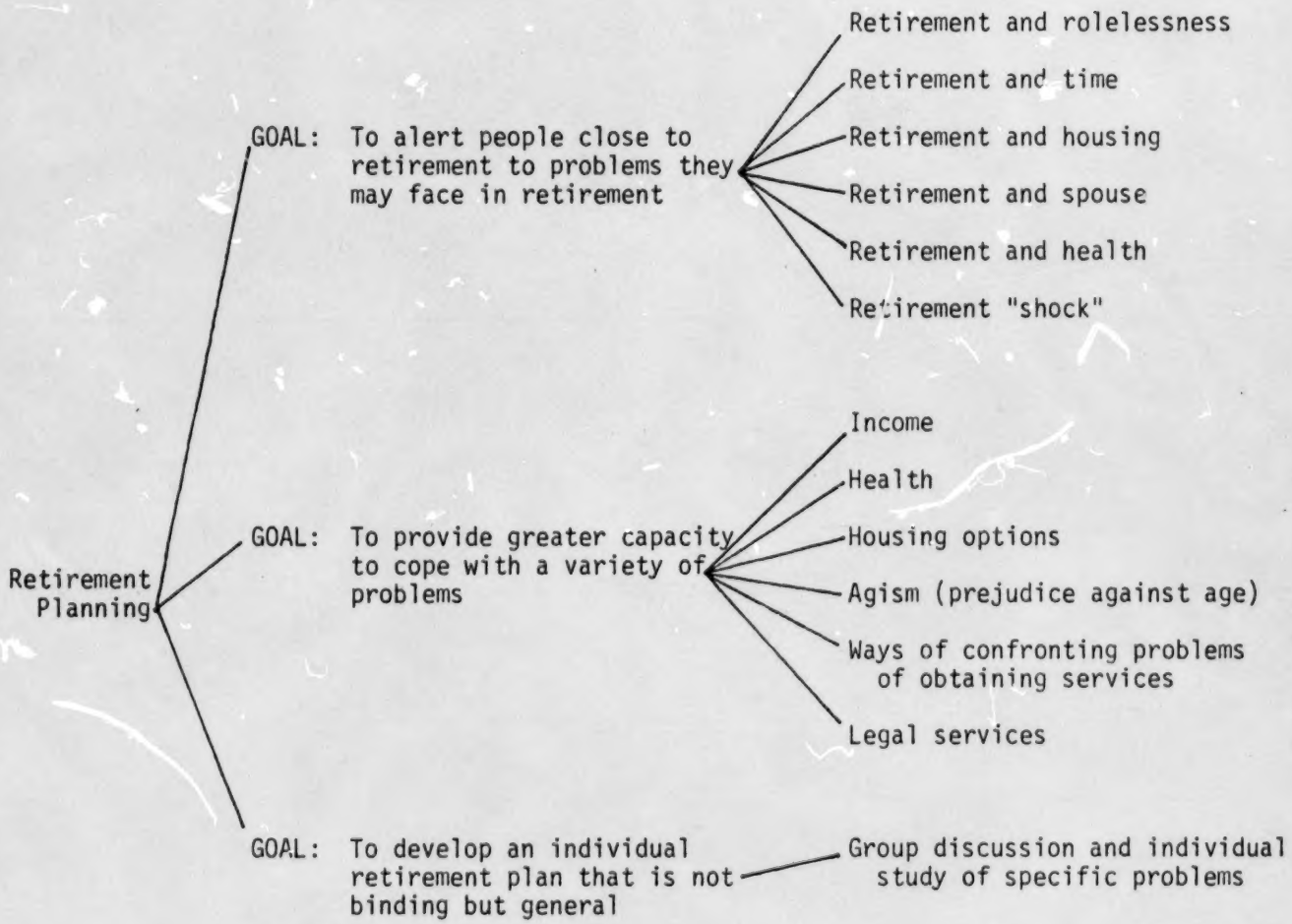

Enrichment
Retirement Planning
Elders Programs
Second Careers
Advocacy
Services

Sample Enrichment Curriculums



* - The law as it affects elders.
- Budgeting and consumer survival
- History of the 20th Century as experienced by participants

Sample Core Curriculum
Retirement Planning Program


Retirement Planning
GOAL: To alert people close to retirement to problems they may face in retirement
Retirement and rolelessness
Retirement and time
Retirement and housing
Retirement and spouse
Retirement and health
Retirement "shock"
GOAL: To provide greater capacity to cope with a variety of problems
Income
Health
Housing options
Agism (prejudice against age)
Ways of confronting problems of obtaining services
Legal services
GOAL: To develop an individual retirement plan that is not binding but general
Group discussion and individual study of specific problems

Suggested Methods for Retirement Planning Programs

(1) Both spouses should attend if possible

(2) Discussion with people already in retirement

(3) Simulation of problems

(4) Group attempts to cope with problems

(5) Case examples

(6) Discussion with agency personnel about services provided

(7) Group discussion and workshops on various study areas

(8) Visiting agencies and housing options

(9) Discussion of agism

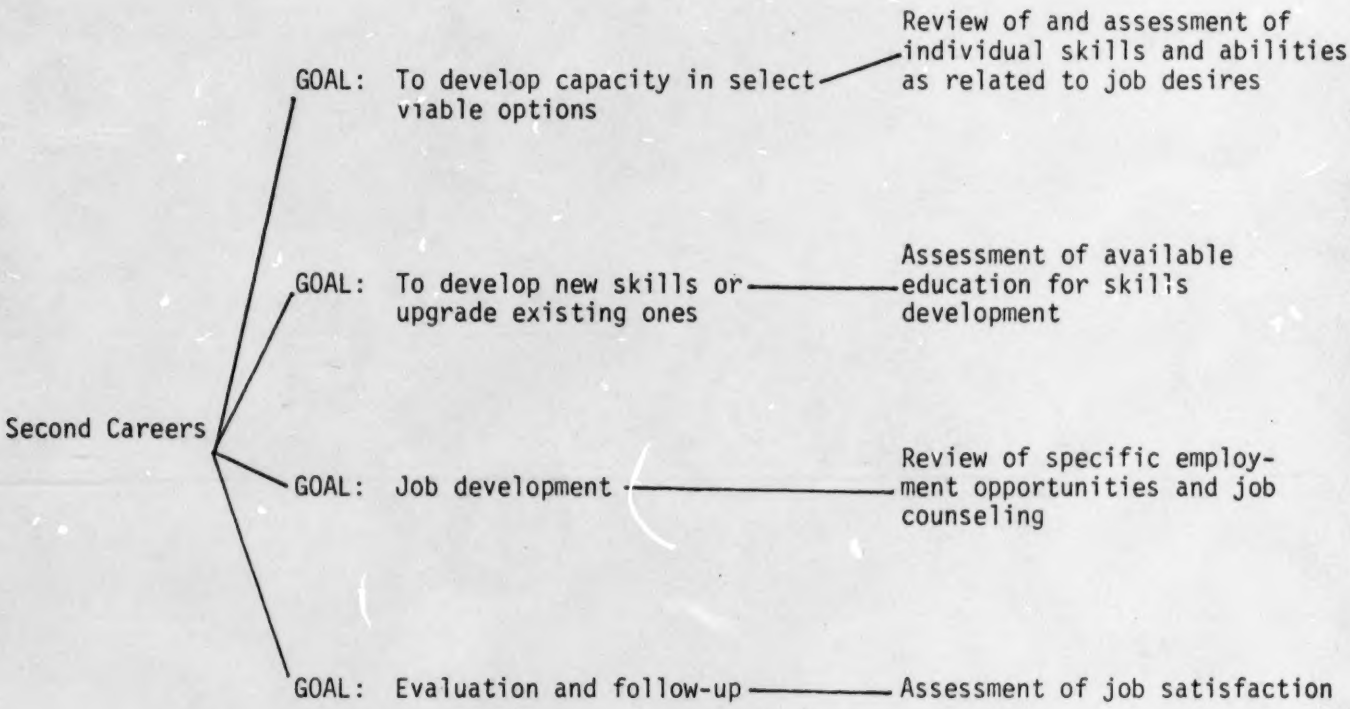
(10) Simulation of "myths" and "reality"

(11) Discussion with those in retirement on problems of obtaining services

(12) Individual study

(13) Counseling

Sample Core Curriculum For Second Career Program


Second Careers
GOAL: To develop capacity in select viable options
Review of and assessment of individual skills and abilities as related to job desires
GOAL: To develop new skills or upgrade existing ones
Assessment of available education for skills development
GOAL: Job development
Review of specific employment opportunities and job counseling
GOAL: Evaluation and follow-up
Assessment of job satisfaction

Suggested Methods for Second Careers Program

(1) Group discussions

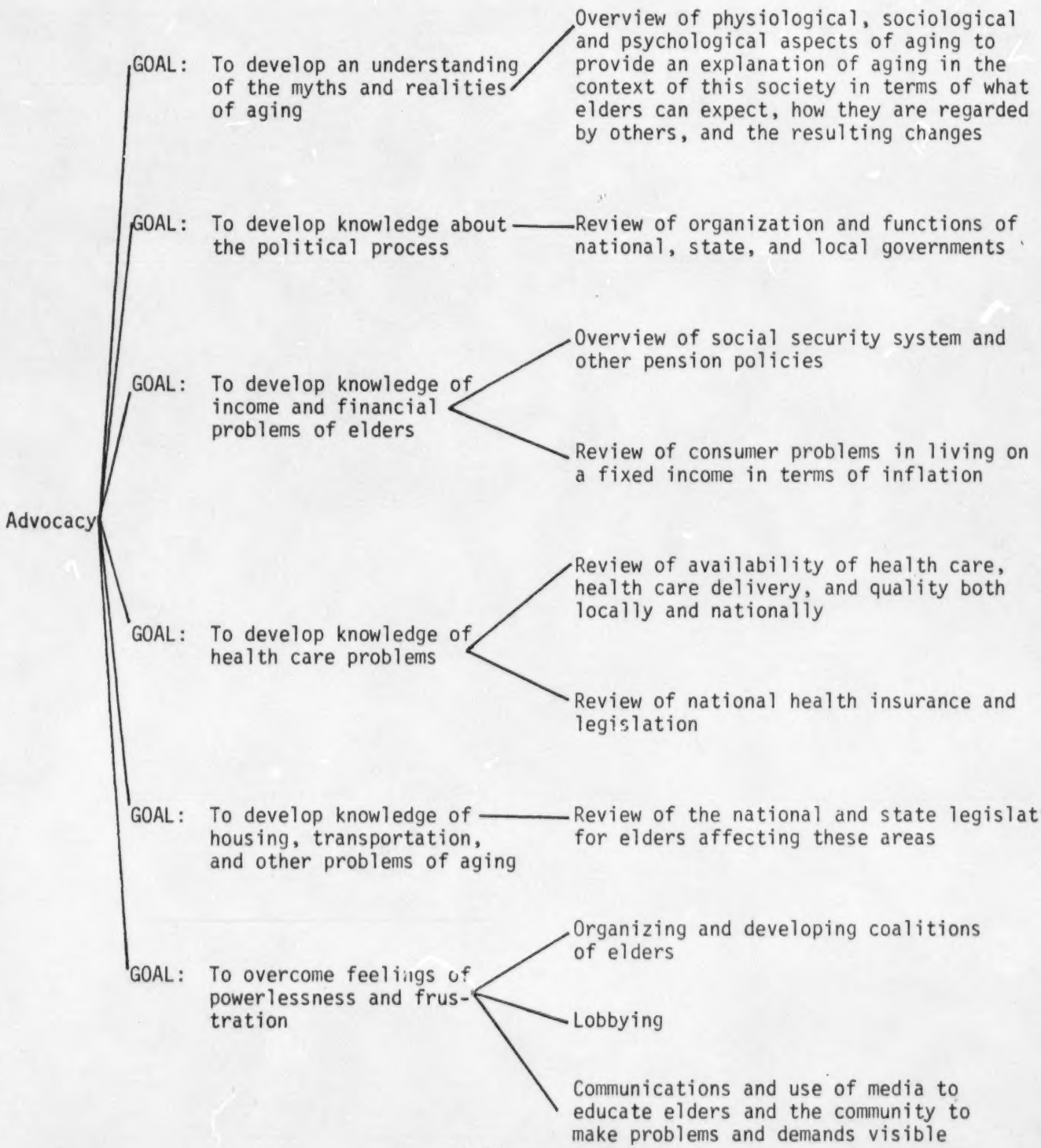
(2) Individual analysis of needs

(3) Individual counseling

(4) Sample second career case studies

(5) Development of a job fair for elders with representatives of local human services agencies, businesses, and other potential employers available for discussion of their areas

Sample Core Curriculum for Advocacy Program


Advocacy
GOAL: To develop an understanding of the myths and realities of aging
Overview of physiological, sociological and psychological aspects of aging to provide an explanation of aging in the context of this society in terms of what elders can expect, how they are regarded by others, and the resulting changes
GOAL: To develop knowledge about the political process
Review of organization and functions of national, state, and local governments
GOAL: To develop knowledge of income and financial problems of elders
Overview of social security system and other pension policies
Review of consumer problems in living on a fixed income in terms of inflation
GOAL: To develop knowledge of health care problems
Review of availability of health care, health care delivery, and quality both locally and nationally
Review of national health insurance and legislation
GOAL: To develop knowledge of housing, transportation, and other problems of aging
Review of the national and state legislatio for elders affecting these areas
GOAL: To overcome feelings of powerlessness and frustration
Organizing and developing coalitions of elders
Lobbying
Communications and use of media to educate elders and the community to make problems and demands visible

When limited budgets and resources do not permit comprehensive program planning, program areas chosen should be dependent upon the needs and desires as obtained through needs assessment, the college's ability to provide such programs either alone or in conjunction with other community groups, the existence of other community agencies or organizations which already provide these programs or which are both more capable of or more willing to provide them.

To ensure program effectiveness, characteristics which may be prevalent among elders, though not generalizable to all, which program planners should take into account are limited mobility either from personal, physical limitations or lack of transportation, fear about going back to school, knowledge and wisdom gained through years of experience, and lack of awareness of the community college as a potential resource.

These characteristics can influence recruitment techniques, location of the program, facilities used, teaching style, and types of supporting services.

Various recruitment efforts can be utilized, such as public media announcements, church bulletins, personal invitations, personal appearances and contact by staff or elders familiar with the program at places where elders live, work, or gather for meetings.

Factors which may influence the location of the program are accessibility of the campus, availability of transportation, availability of suitable off-campus sites and suitability of the campus for use by those with physical limitations. A satisfactory locale for programs in the areas of retirement planning or second careers may be in space provided by business or industry that is cooperating with the program.

Methods of teaching for elders, to be effective, may need to be nontraditional. Teachers should be aware that elders have knowledge and resources gained from living that the teacher may not have. The objective should be to combine all the knowledge and resources of the educational participants as well as that of the teacher.

Transportation services which support participation by elders present special problems for community colleges. Solutions have been effected in various ways. Some colleges buy or rent a bus. Some cooperate with the local agency on aging. Some programs have developed a system of shared rides with other students or participants, youngsters or elders. This system tends to be beset with the usual problems of car pooling, however.

Because of limited budget and/or staff, a major challenge to program development is maximizing manpower, finances and other resources. The major asset of any educational program for elders is elders themselves. They can perform a number of essential tasks such as:

(1) Researching basic demographic and factual background on the community elders.

(2) Assisting in needs assessment, including distribution of needs assessment instruments and analyses of results.

(3) Recruiting students through talks to elderly groups, direct mailing, and staffing information booths where elders congregate.

(4) Originating publicity and communications by writing press releases for public media agencies and/or appearing on community service programs.

(5) Serving as instructors.

(6) Approaching community groups and local industry for donations of material, space and/or funds.

(7) Developing liaisons with pertinent community groups and organizations.

(8) Developing car pools and working out transportation schedules.

(9) Assisting in writing proposals for program funds to appropriate agencies.

Qualified elders should be given particular consideration in filling paid positions that have been developed and funded.

Most educational programs for elders ultimately require direct funding beyond the college budget. The Administration on Aging, through provisions of the Older Americans Comprehensive Service Amendments, administers funds for several purposes within possible program interests of community colleges. Title III of these amendments can provide funds for developing a wide range of cultural enrichment and direct service programs for elders and for planning needs assessment outreach as well as transportation aspects of the program. Other sources for funding of programs for elders have been agencies of the Office of Education as well as the Department of Labor.

Private funds may become available from local civic and social clubs, private foundations, and business organizations. If approached by groups of community elders and presented with the need for funds for educational programs, these groups will often provide needed financial assistance.

Though this comprehensive model may not be adaptable for use by FVCC at the present time, it includes components which could be adapted on a smaller scale. For example, a staff person could have as part of his/her responsibilities, outreach to develop and facilitate ongoing interaction with elders, agencies, and professionals to gain information for program planning and facilitative cooperative efforts among the community agencies and organizations.

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